

A FIRST APPROXIMATION TOWARD THE BEHAVIORAL SPECIFICATION  
OF SOCIAL-PROFESSIONAL SKILLS FOR CLINICAL PSYCHOLOGISTS

An abstract of a Thesis by  
April Speyer  
July 1976  
Drake University  
Advisor: Dr. Margaret Lloyd

The problem. The development of a reliable device to measure the social-professional skills of students in practice in a professional psychology graduate program.

Procedure. Inexperienced practicum students were rated weekly on their social-professional skills by experienced students and faculty on a questionnaire containing twelve skill dimensions, each with a zero to sixteen point rating scale. As the study progressed rater feedback was utilized to make the dimensions more specific. First, descriptive performance statements were added to each dimension. Then, performance statements were assigned a range of point values. The maximum possible points for the performance statements were 16, or the total possible points for a dimension.

Findings. The data from this study indicated that as items became more specific, agreement between two raters improved. However, the reasons for this were unclear.

Recommendations. Students may be given feedback on their social-professional skills through the social-professional skills rating scale developed here. The effect of such feedback on student performance of those skills should be evaluated.

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A Thesis  
Presented to  
The School of Graduate Studies  
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by  
April L. Speyer  
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by

April L. Speyer

Approved by Committee:

Dr. Margaret Lloyd  
Chairperson

Dr. William D. Klipec

Dr. Raymond A. Hock

Dr. Earle L. Canfield  
Dean of the School of Graduate Studies

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## Chapter 1

### INTRODUCTION

Usually students in professional training programs in clinical psychology receive supervised experience as therapists. However, few supervisors identify the behaviors necessary for the student to become a skilled therapist.

In order to evaluate practicum performance the supervisors must be able to specify those behaviors which constitute 'being a good therapist' i.e., those behaviors of a therapist which bring about desirable behavior change in a client. In addition, the supervisor must have some instrument to measure the extent of the student's competence in executing each of those behaviors" (Lloyd & Whitehead, 1976, p. 113).

Treatment skills necessary for behavior modifiers have been specified in other settings. Sulzer-Azaroff, Thaw, and Thomas (1974) identified eleven skill categories, the conditions under which skills should be performed and criteria for assessing the attainment of those skills. L. S. Watson (1973) designed a scale to assess the proficiency of staff enrolled in behavior modification training programs or engaged in carrying out behavior modification training with clients, students, residents or patients. However, social-professional skills, considered attributes of individuals rather than the technology, are excluded from these assessment devices. Often behavioral practitioners must depend upon parents, teachers, paraprofessionals and the clients themselves to implement programs and maintain appropriate behavior

change. If the behaviorist has deficient social-professional skills, e.g., has difficulty communicating, is disorganized, lacks sensitivity, etc., getting the job done may be difficult.

Social-professional skills, unlike treatment skills, are not easily analyzed behaviorally. The relevant dimensions are composed of many responses. Appropriate responses are difficult to specify, since they usually involve an interaction between the therapist and at least one other individual. The characteristics of the other individual and the situation are not static and tend to be difficult to predict.

Since naturalistic observation and evaluation of individual responses is not currently practical, it seems that efforts might focus on reliable rating of students on the more general dimensions of social-professional skills. These dimensions do not lend themselves to dichotomies as treatment skills do. For example whether an individual did or did not present a discriminative stimulus correctly can be observed with high reliability. Whereas, the question of whether an individual was able to motivate people with whom he interacted is more likely to be seen as a continuum from always to never.

Even though more direct observational procedures are usually preferred some behavioral psychologists have used rating scales. Christophersen, Doke, Messmer, and Risley (1975) recently developed a rating scale for the measurement



of urban problems. Descriptions of systematic attempts to develop reliable behaviorally oriented rating scales are available in the applied psychology literature.

Frequently, potential users of the scales participate in their construction (Cambell, Dunnetee, Arvey & Hellervik, 1973; Folgi, Hulin & Blood, 1971). Organizational personnel considered in detail the skill dimension of the job in question and defined anchors for the dimension in specific behavioral terms. The format used for the rating scales was a number of dimensions each having a series of continuous graphic sub-scales. Behavioral descriptions exemplifying various degrees of skill were printed by the sub-scales.

The purpose of this study was to develop a reliable device to measure students' social-professional skills. The study employed several of the components used by Cambell et al. (1973) and Folgi et al. (1971): operational definitions of terms, participation by the individuals who were to use the scales, sub-scales, and anchored behavioral descriptions.

A major difference between the studies previously mentioned and this one was the format of the behavioral descriptions. Cambell et al. asked raters to decide whether behaviors they had observed would lead them to expect behavior like that in the description. This procedure resulted in a defined dimension with specific behavioral incidents falling along a scaled continuum. The present method used rater feedback to produce a series of summative components, each with

its own sub-scales, which constituted the scale dimension,  
when added together.

## Chapter 2

### METHOD

#### Setting and Participants

The facilities and staff of the Center for Human Development at Drake University were utilized for this study. The Center for Human Development (CHD) is an out-patient treatment clinic affiliated with Drake University and staffed by Drake Psychology Department faculty, graduate, and undergraduate students. Candidates for the applied behavior analysis Masters degree spend four semesters on staff at the CHD. The first semester experience involves observation, data collection, and instruction in techniques of modification. Second semester students design and implement behavior modification programs. Third and fourth semester students (interns) supervise others in the development and administration of individualized treatment programs.

At the time of this study, each client at the CHD was assigned a team of four composed of: a first semester student, a second semester student, an intern, and a faculty supervisor. Thirteen teams participated in the study. All supervisors and three interns were members of more than one team. Each team met weekly to discuss client progress. Following each weekly team meeting the faculty supervisor and intern independently evaluated the first semester student's social-professional skills using the rating scales developed

in this study. Staff members were instructed not to discuss scoring with each other at any time during the study.

### Rating Scales

At the beginning of the semester the CHD students and faculty were randomly divided into two mutually exclusive groups: M and J. Seven teams were staffed by members of group J. Six teams were staffed by members of group M. During some conditions group M teams used different rating scales than group J teams.

#### Condition I. - Baseline - Weeks 1, 2, 3, & 4

During baseline forms used by M and J teams were identical (see Appendix A). Each form contained twelve general dimension labels previously identified by the CHD staff as important skill areas for students. They were:

1. Is skillful in communicating with co-workers.
2. Has a cooperative attitude toward team.
3. Is tactful with non-professionals.
4. Demonstrates ingenuity in novel situations.
5. Is able to motivate people with whom he/she interacts.
6. Views his/her professional activities in larger philosophical framework.
7. Is able to act consistently in such a way as to reflect knowledge of psychological principles.
8. Is enthusiastic about cases.
9. Looks and acts like a professional.
10. Demonstrates a sensitivity to client.
11. Is personally well organized.
12. Is skillful in communicating with non-professionals.

The order in which the dimensions were presented changed periodically throughout the study. Directly below each dimension was a 0 to 16 point rating scale, represented by a line evenly scaled with 17 hash marks. Underneath each rating

scale were two statements; "I rated this individual as I did because..." and "I would improve this question by...." Each statement had space allotted for the rater to provide feedback.

Condition II. - performance statements and prolonged baseline - Weeks 5, 6, 7, & 8

Through the use of feedback received during the baseline weeks a number of performance statements were added to each dimension on week five. The social-professional rating scale for M teams had six dimensions which remained in their baseline format (4, 6, 9, 10, 11, 12) and six dimensions having four to eight performance statements listed below the dimension label (1, 2, 3, 5, 7, 8). The questionnaire for the J teams also had six items which remained in their baseline format (1, 2, 3, 5, 7, 8) and six items having four to eight performance statements listed below the dimension label (4, 6, 9, 10, 11, 12). During weeks six, seven, and eight minor alterations in the performance statements were made as more feedback was received.

Condition III. - individual scales and prolonged baseline - Weeks 9 & 10

Throughout weeks nine and ten the content of all 12 dimensions on both forms used by both M and J teams remained as it was at the termination of condition II. In condition III, a rating scale was added to each performance statement. Although the different dimensions did not contain equivalent

numbers of performance statements the total possible points on the smaller scales equaled 16.

Condition IV. - completed form - Week 11

The final forms used by both M and J teams were identical. All 12 dimensions presented included: (1) dimension labels, (2) performance statements, (3) from four to eight small rating scales, (4) a 0-16 point rating scale which was the sum of the small scales, and (5) areas for feedback.

Dependent Variables. Dependent variables were the total score assigned for each dimension by the supervisor and intern, and the percent agreement in ratings between supervisor and intern. Percent agreement was calculated as follows:

$$\text{Percent Agreement} = \frac{T - (I - S)}{T} \times 100$$

where: T = total possible points for a dimension (16)

I = score assigned by intern

S = score assigned by supervisor

Table 1 lists the percent agreement for each difference score (I-S). Two dimensions were included as accuracy checks. The behaviors specified by dimension #11, "Is personally well organized," were being observed and recorded weekly by individuals naive to the contents of the questionnaire. Item #6, "Views his/her professional activities in larger philosophical framework," specified behaviors which were not required of or taught to the students being evaluated.

Table 1

## The Percent Agreement for Each Difference Score

Difference between Intern & Supervisor's Score (I-S)	Percent Agreement
16	0%
15	6%
14	13%
13	19%
12	25%
11	31%
10	38%
9	44%
8	50%
7	56%
6	63%
5	69%
4	75%
3	81%
2	88%
1	94%
0	100%

## Chapter 3

### RESULTS

Social-professional rating forms were collected weekly from 13 teams over an 11 week period. Of those 13 teams, only eight teams completed at least one set of forms (forms from both faculty supervisor and intern) during each of the four conditions. Approximately ten sets of forms were gathered from each of these teams. The five remaining teams did not complete forms for the final condition. Data from these teams were not included in the analysis. The dimensions, "Is tactful with non-professionals" and "Is skillful in communicating with non-professionals," were marked not-applicable over 50% of the time. Data for these two dimensions were discarded.

Figure 1 shows the mean percent agreement for the dimensions on prolonged baseline for all the M teams and J teams across weeks. The range of agreement for form M dimensions, which remained in baseline for the first ten weeks, was 64% to 81% with a mean of 75%. The addition on week 11 of performance statements with individual scales resulted in a percent agreement of 88%, an increase of 13%. The range of agreement during baseline for form J dimensions was found to be 79% to 92% with a mean percent agreement of 85%. The addition of performance statements with individual scales resulted in little change in agreement, 83%.



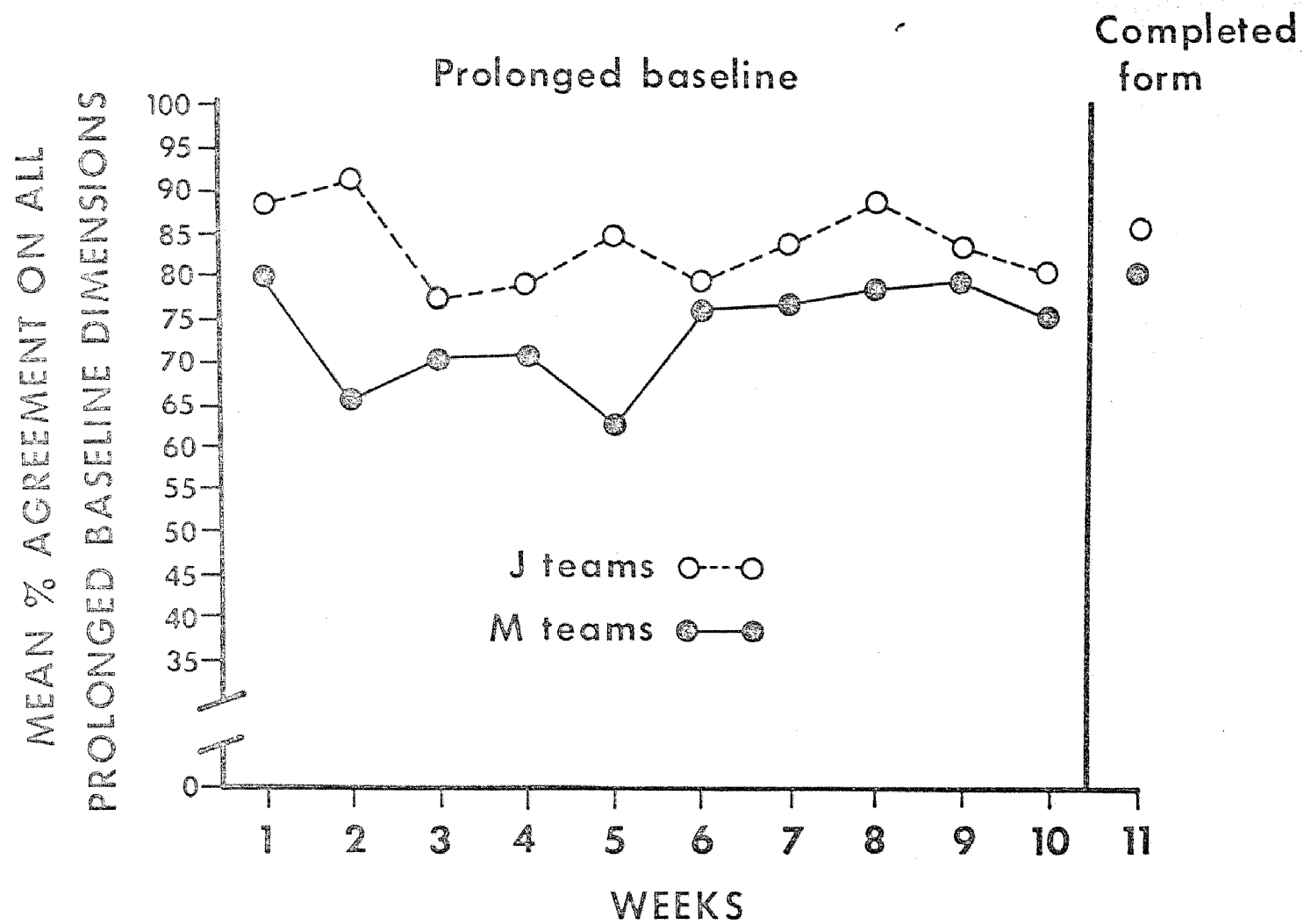


Figure 1. Mean percent agreement on all prolonged baseline dimensions for M teams and J teams.

Figure 2 shows the mean percent agreement on all changing dimensions for both M teams and J teams. The range of agreement on the baseline dimensions which subsequently were to undergo change on form M was 62% to 77%, with a mean of 69%. When performance statements were added a general upward trend in the agreement between the ratings of the supervisors and interns was seen, with the first point in the condition being 69% and the last 84%. The range of agreement was 69% to 87%, with a mean of 79%, showing a ten percentage point increase in the mean over baseline. The increase in percent agreement from baseline to performance statements was maintained when individual scales were added. The inclusion of individual scales resulted in a mean agreement of 83%. Baseline agreement scores were high on form J. The range was 75% to 88%, with a mean of 81%. No observable upward trend occurred with the addition of performance statements. The mean agreement was 83%, with a range of 76% to 88%. A mean of 88% occurred when individual scales were added in condition III.

In all cases except the change from prolonged baseline to condition IV on form J, the addition of performance statements and/or individual scales was accompanied by an increase in percent agreement between the scores of supervisors and interns.

Figure 3 shows the average number of points given by the supervisor and the intern for the five prolonged baseline

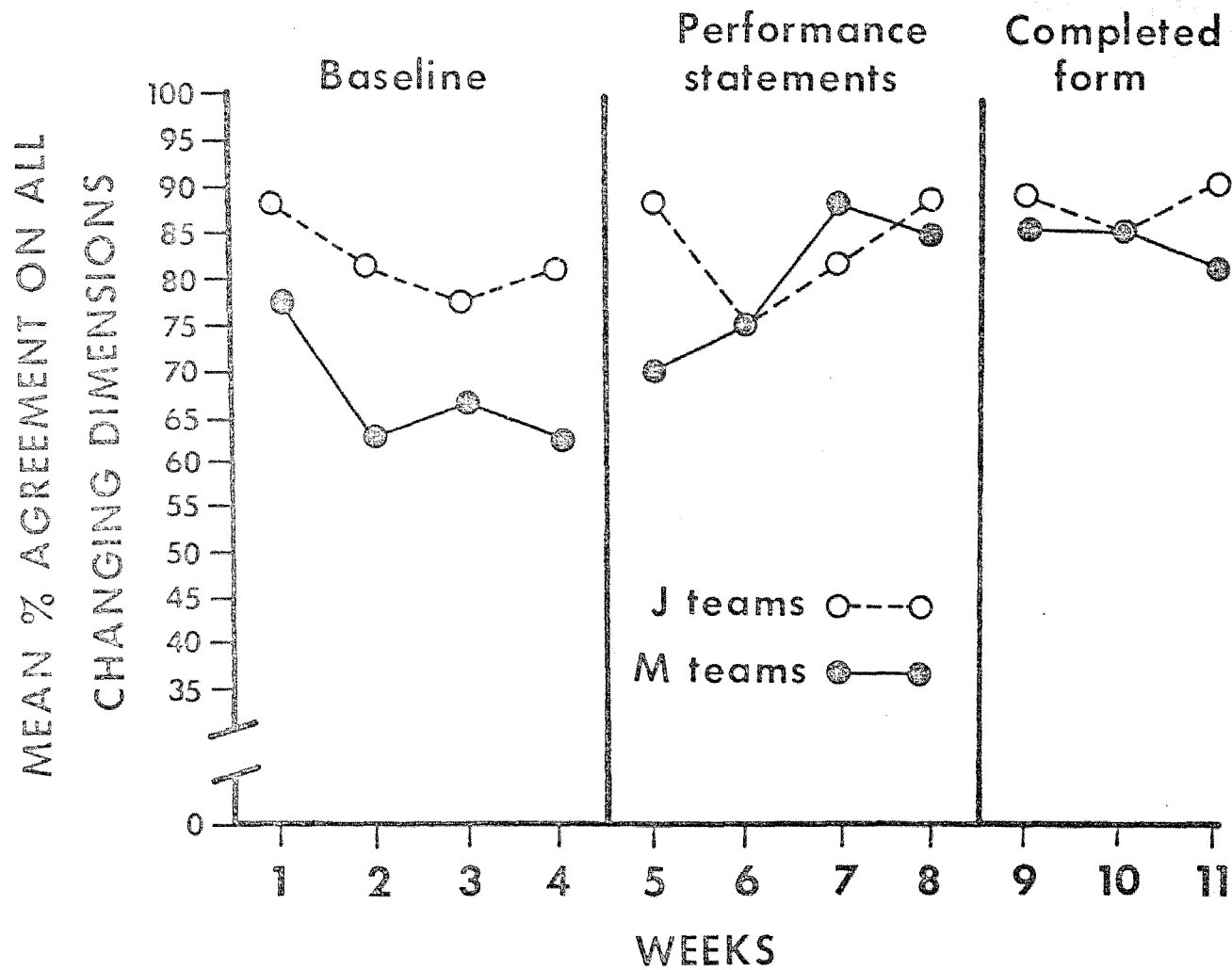
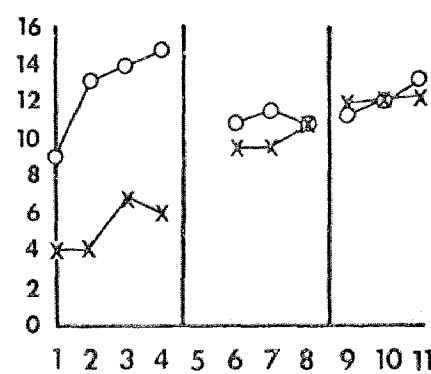
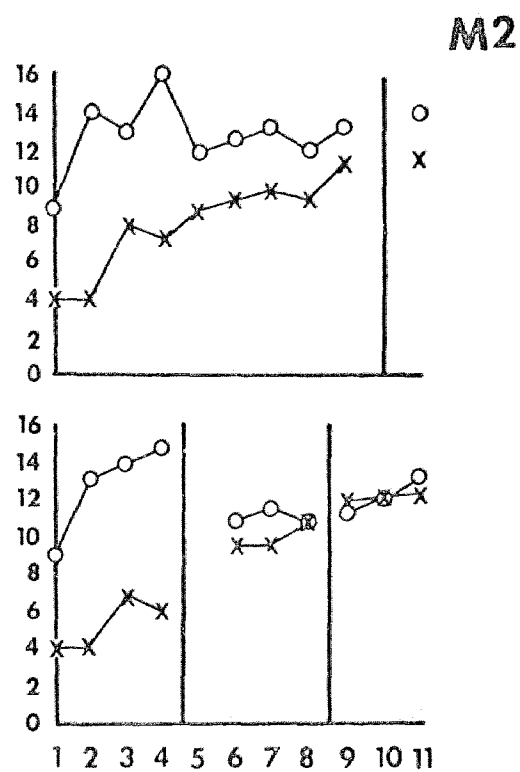
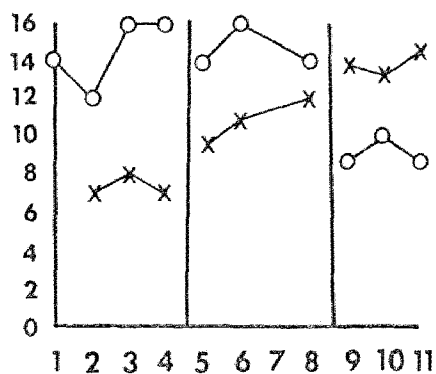
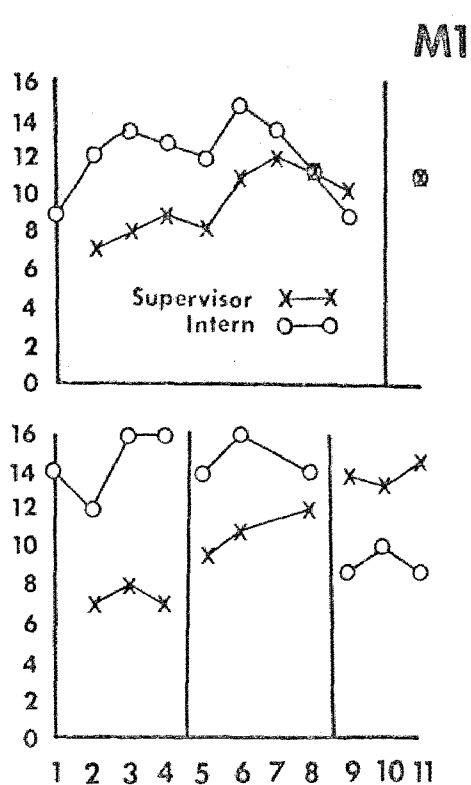
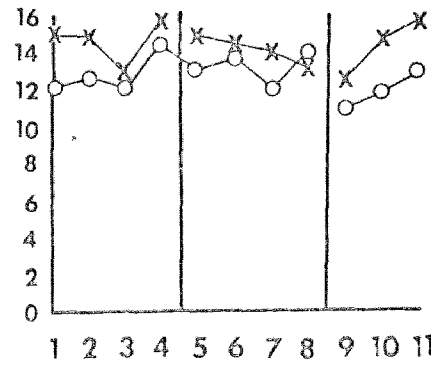
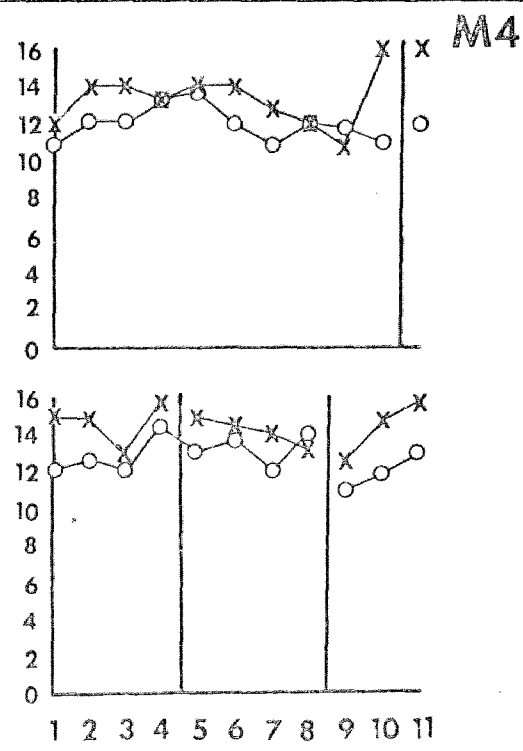
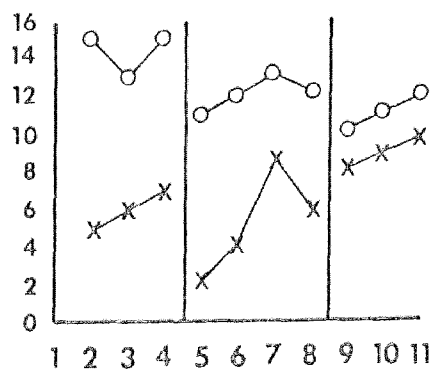
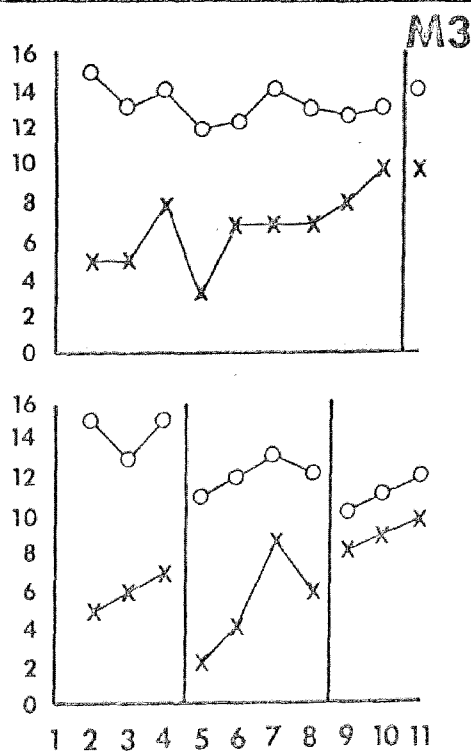


Figure 2. Mean percent agreement on all changing dimensions for M teams and J teams across weeks.

POINTS



POINTS

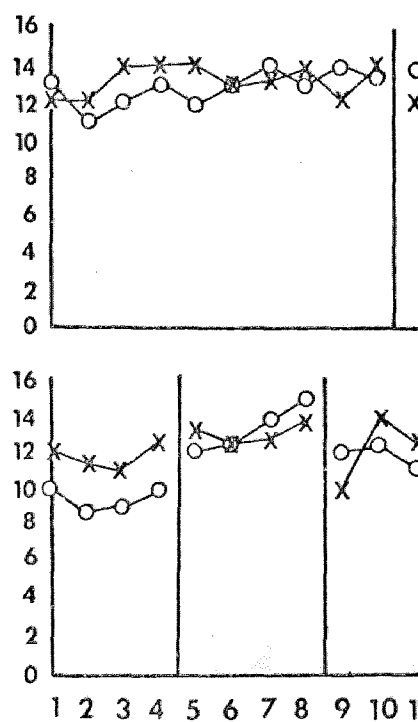
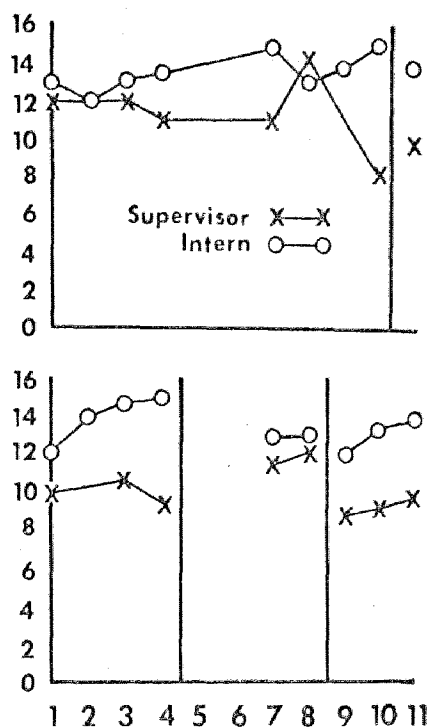


WEEKS

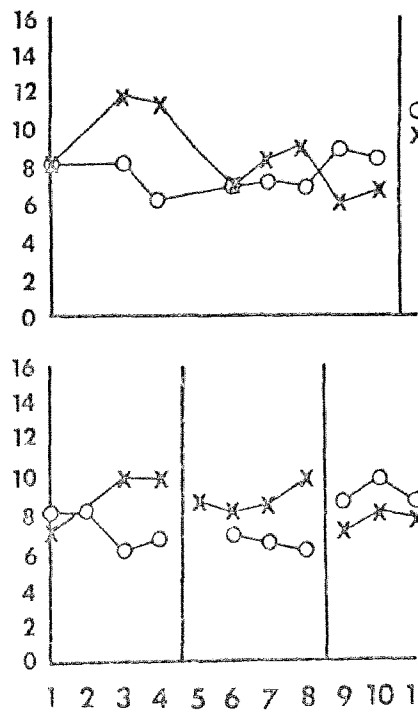
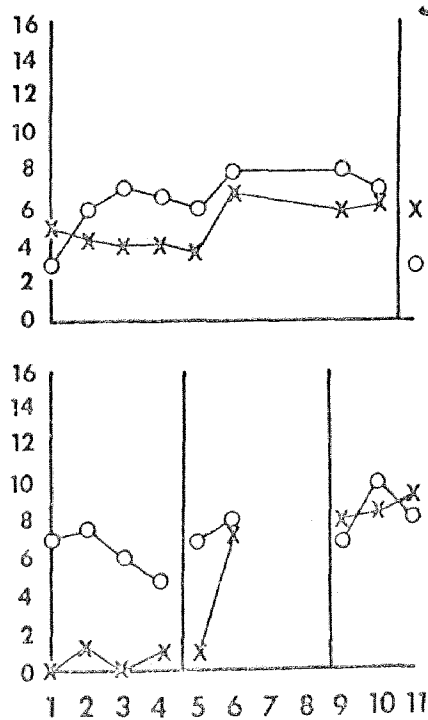
Figure 3. Average number of points given by the supervisor and the intern on changing and prolonged base-line dimensions across weeks for each team.

J2

POINTS



POINTS



WEEKS

Figure 3. Continued.

dimensions and five changing dimensions each week for each of the eight teams. Consistent scoring trends by different individuals may be observed. One faculty supervisor was the observer for three of the four M teams (M1, M2, and M3).

Figure 3 shows this supervisor tended to score higher as the semester progressed in each of her three teams. On all other teams with the exception of J3 the supervisors tended to change their scores only slightly as the semester progressed. The supervisors average scores were:

	<u>Baseline on changing items</u>	<u>Final condition on changing items</u>
M1	7.7	14.3
M2	5.5	13.4
M3	5.5	9
M4	13.2	12
J1	10.2	10.6
J2	12.5	12.8
J3	.6	8.5
J4	9.2	88.8

Interns on all teams except M4, J2, and J3 assigned higher point values than the supervisors did on the prolonged baseline items. Fifty percent of the baseline data points are at or above 12 points.

Teams M3 and M4 consisted of different supervisors and interns rating the same student. The average of all scores received by this student were:

M3 Supervisor	7.3
M3 Intern	12.9
M4 Supervisor	14.2
M4 Intern	12.6

Figure 4 shows the score given by each faculty supervisor and the score given by each intern weekly for dimension #11, "Is personally well organized" and dimension #6, "Views his/her professional activities in larger philosophical framework." Dimension #6 is presented in the left panel. Absolute scores for this dimension either began low and stayed low throughout the study or began fairly high and ended low 78% of the time. Dimension #11 is presented in the right panel. The absolute scores on this dimension were variable (ranging from 3 to 16).

POINTS

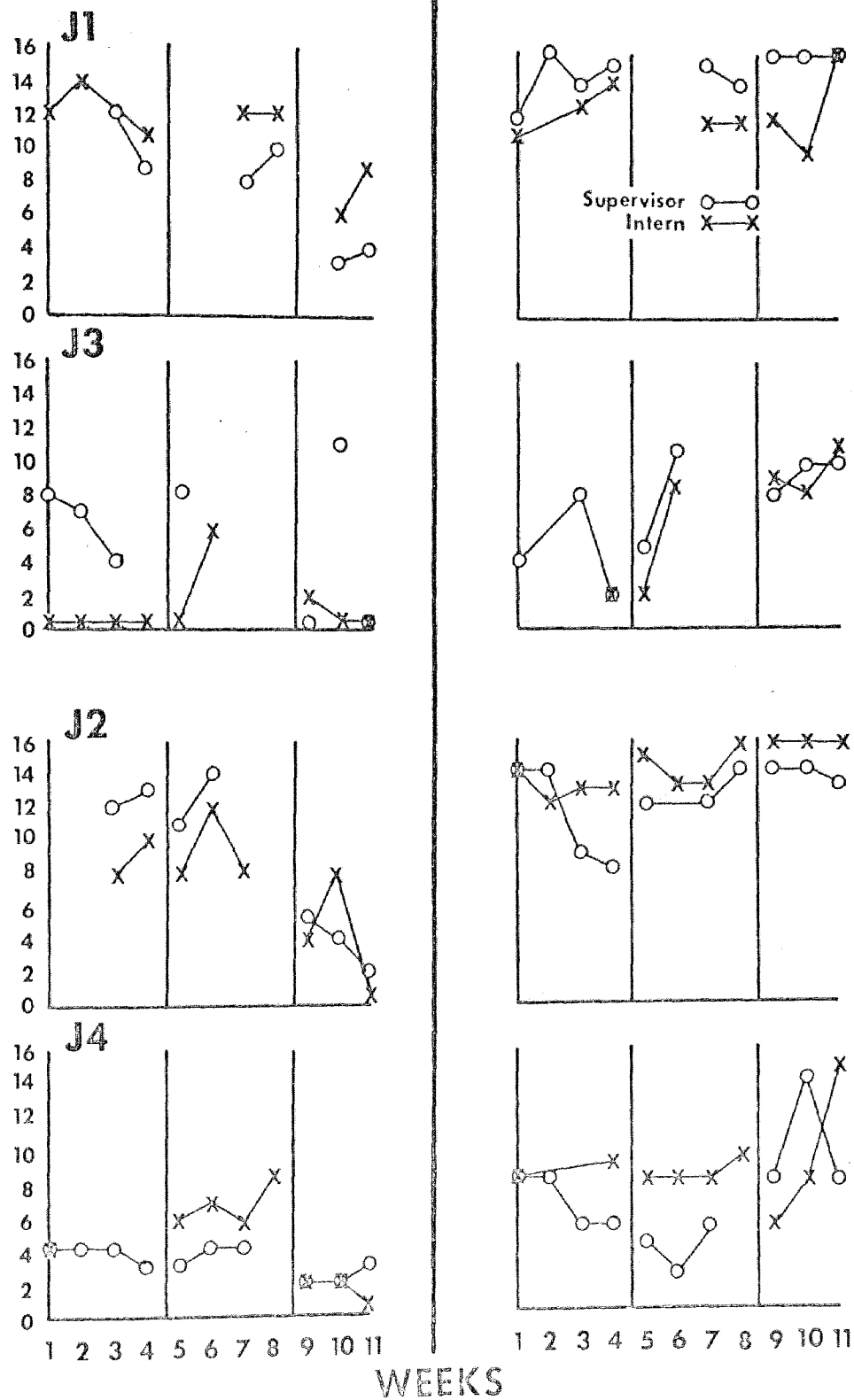
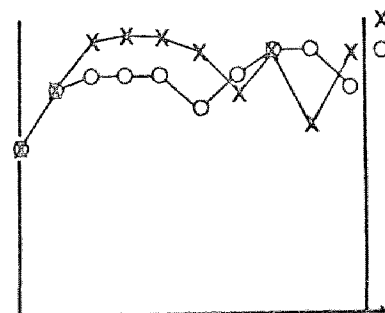
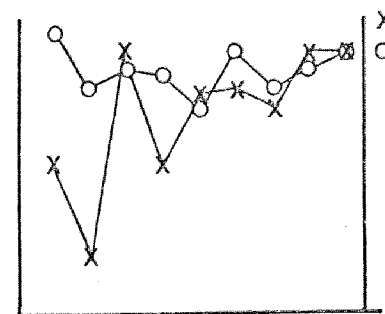
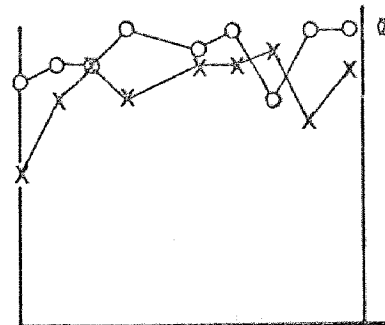
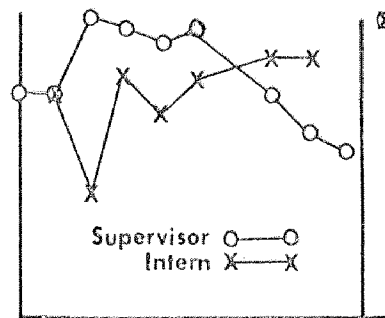
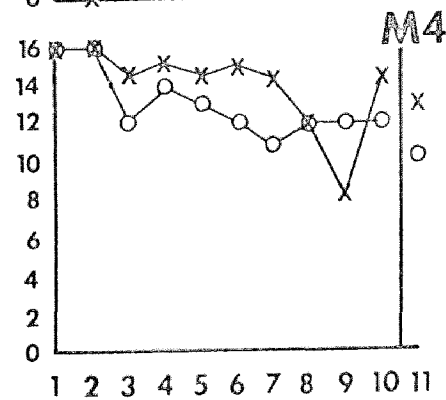
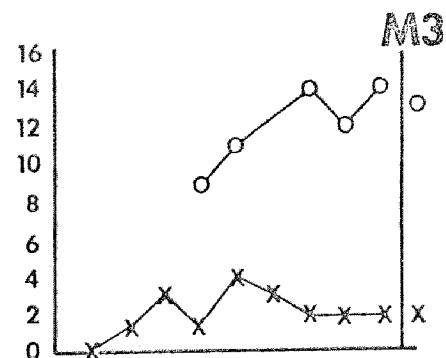
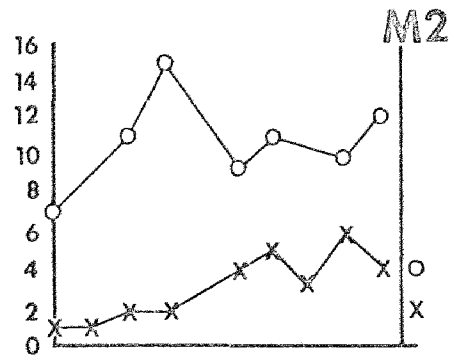
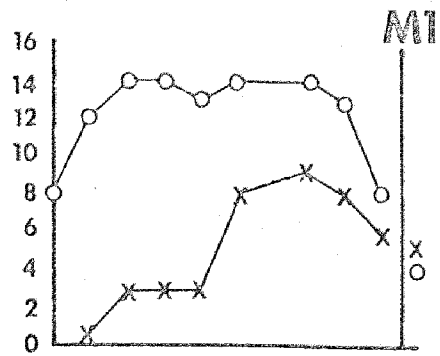


Figure 4. Points given by the supervisor and the intern for dimensions #11 and #6 across weeks for each team.



POINTS



1 2 3 4 5 6 7 8 9 10 11

WEEKS

Figure 4. Continued.

## Chapter 4

### DISCUSSION

In general it was found that as dimensions became more specific, the agreement in ratings between two independent observers improved. However, these changes were not large.

The small size of the changes was partially a function of high baseline percent agreement between supervisor and intern. Due to average baseline percent agreement scores being as high as 85%, only small changes in percent agreement were possible. The high baseline percent agreement figures may partially be accounted for by the tendency of the supervisors and interns to rate at the upper end of the scale.

The small increases in agreement seen may have been the result of other factors than increased item specificity. Observer bias is a common problem in the use of rating scales (Cronbach, 1970). Figure 3 shows the supervisor for teams M1, M2, and M3 tended to score higher as the semester progressed in each of her three teams. This trend may have been reflecting actual improved student performance. However, the other three supervisors scores did not substantially change over time in four of their five teams. The scoring difference may have resulted from differing opinions on what an acceptable performance level is at different points in time in the semester. The first supervisor may have begun

with a high criterion which students gradually achieved as the semester progressed. Whereas the other three supervisors may have increased their criterion of acceptable performance over time resulting in more stable ratings as students improved. No instructions or explanations were given to raters on this issue.

In many cases the intern had a tendency at first to rate higher than the supervisor. Figure 3 shows that this occurred in three out of four M teams, and half the J teams. Since both the intern and person being evaluated were students, the tendency may have been toward leniency on the part of the intern.

The same student was evaluated on both teams M3 and M4. The variation noted in scores assigned her by different raters points out three other problems. First, the difference in ratings may have been influenced by differing standards across raters. What one rater may have judged as excellent, another may not have. Second, the interns and supervisors were not in a position to always observe the same events. This resulted in differing amounts and kinds of knowledge about the individual being available to each rater. This is illustrated by the variation in the percent of dimensions marked "not-applicable" or "don't know" by the four raters, from 0% for M4 intern to 14% for M3 intern. Third, the student's behavior may have been situation specific. In other words the same student may have behaved differently

when participating in different teams.

Dimension #11, "Is personally well organized," and #6, "Views his/her professional activities in larger philosophical framework," were included to check if dimension content controlled scoring. The behaviors described in the performance statements of dimension #11 were being observed and recorded weekly as part of the CHD point system (Lloyd & Whitehead, 1976). The four performance statements were:

1. charting is done neatly and on time
2. on time for team meetings, and parent meetings, ten minutes early for sessions
3. carries through on team suggestions promptly
4. doesn't leave sessions or team meetings early.

The records of the other evaluations showed that all the students, with the exception of the student on J4, received maximum points for emitting the behavior properly. However, Figure 4 shows no student consistently receiving 16 points for this dimension.

Dimension #6 was composed of performance statements for behavior not expected of these students. The performance statements were:

1. brings up points where the welfare of the client may differ from the goals of the agency and/or CHD
2. considers whether or not acceleration and deceleration procedures are ethically defensible
3. brings up points about legal contingencies on CHD
4. takes responsibility for informing himself about legal rights of the client in respect to actions of other agencies.

Emphasis is not placed on these issues until later in the student's graduate training. Scores for this dimension were

lower than the scores for all other dimensions. Dimension #6 was the only one in which increased specificity was associated with decreases in absolute scores. These two effects demonstrate at least partial control of scoring by dimension content.

In conclusion, as dimensions became less subjective and more objective, agreement between two raters improved. The reasons for this are not clear.

Four areas for further investigation are indicated. First, the causes of the perhaps spuriously high reliability need to be identified and controlled. Second, the validity of the scale needs investigation. Third, the rater-specific trends should be looked at and minimized. Finally, the training function effects on student performance when the scale is used as a tool for feedback needs to be assessed.

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## APPENDIX

APPENDIX A  
ORIGINAL FORM

Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_ rater  
Client: \_\_\_\_\_ Intern: \_\_\_\_\_  
171 Practicum: \_\_\_\_\_ 271 Practicum: \_\_\_\_\_

Social-Professional Skills

Please rate the secondary practicum (171) student in the following 12 areas. A rating scale is provided for each item.

Below each item space is provided for any suggestions you may have on how to improve the specified area. It is not necessary that you give feedback for each item. However, if you are able to cite a specific example which influenced your **scoring**, it would be very helpful if you were to record this under the appropriate item.

**IMPORTANT:** Do not compare or discuss your scoring with any other member of the CHD staff.

The secondary practicum student's grade will not be effected by your rating of him/her on this form.

Following the termination of team meeting please put the completed form in the box in room 111 marked Social-Professional Skills.

Please circle hash mark indicating student's score.  
Not-applicables will be scored zero.

1. Is skillful in communicating with co-workers.

low high  
/ / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

2. Has a cooperative attitude toward team.

low high  
/ / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_



I would improve this question by... \_\_\_\_\_

3. Is tactful with non professionals.

low high

/ / / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

4. Demonstrates ingenuity in novel situations.

low high

/ / / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

5. Is able to motivate people with whom he/she interacts.

low high

/ / / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

6. Views his/her professional activities in larger philosophical framework.

low high

/ / / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

7. Is able to act consistently in such a way as to reflect knowledge of psychological principles.

low high  
 / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

8. Is enthusiastic about cases.

low high  
 / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

9. Looks and acts as a professional

low high  
 / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

10. Demonstrates a sensitivity to client.

low high  
 / / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

11. Is personally well organized.

low high  
/ / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

12. Is skillful in communicating with non-professionals.

low high  
/ / / / / / / / / / / / / / / /

I rated this individual as I did because... \_\_\_\_\_

I would improve this question by... \_\_\_\_\_

APPENDIX B

FINAL FORM

Form: \_\_\_\_\_ rater  
Date: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Client: \_\_\_\_\_ Intern: \_\_\_\_\_  
171 Practicum: \_\_\_\_\_ 271 Practicum: \_\_\_\_\_

SOCIAL-PROFESSIONAL SKILLS

Please rate the secondary practicum (171) student in the following 12 areas. A rating scale is provided for each item.

Below each item space is provided for any suggestions you may have on how to improve the specified area. It is not necessary that you give feedback for each item. However, if you are able to cite a specific example which influenced your scoring it would be very helpful if you were to record this under the appropriate item.

IMPORTANT: Do not compare or discuss your scoring with any other member or the CHD staff.

The secondary practicum student's grade will not be effected by your rating of him/her on this form.

Following the termination of team meeting please put the completed form in the box in room 111 marked Social-Professional Skills.

If you have any comments about the weighting of the items please include them.

RATE STUDENT ON EACH SUB-SCALE, ADD TOTAL POINTS, AND CIRCLE APPROPRIATE HASH MARK ON LARGER SCALE.

## 1. IS ENTHUSIASTIC ABOUT CASES.

Does additional work over that required.

1. Makes additional observations of client or similar CHD cases in order to improve treatment, at least twice during a semester.

no	yes
0	2
/ /	

2. Meets with professionals who have specialized knowledge in area pertaining to client problems (e.g., speech therapists, lawyers, teachers of the blind, etc.) at least once during semester.

no	yes
0	2
/ /	

3. Reads and cites relevant literature when needed.

almost never		almost always
0	1	2
/ / /		

Verbal behavior is enthusiastic.

4. Talks eagerly about case throughout week.

almost never		almost always
0	1	2
/ / /		

5. In team meeting...

- a. smiles

rarely	enough
0	1
/ /	

- b. volunteers without hesitancy

almost never		almost always
0	1	2
/ / /		

- c. is up to date on client progress in treatment and on other events in client's life.

almost never		almost always
0	1	2
/ / /		

d. attends closely to discussion

almost never				almost always			
0		1		2		3	
/		/		/		/	

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. IS PERSONALLY WELL ORGANIZED.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. IS TACTFUL WITH NON-PROFESSIONALS

NOTE: If you haven't seen an interaction between student and non-professional just write not applicable.

1. Is non-condescending in manner when dealing with clients and their agents.

almost never				almost always			
0		1		2		3	
/		/		/		/	

2. Listens attentively to others viewpoints.

almost never				almost always			
0		1		2		3	4
/		/		/		/	/

## 3. Overstates case.

often	sometimes	never
0	1	2
/	/	/

## 4. Accepts gracefully limitations on own program which are unabordable because of the structure of the client's family life or the structure of other involved agencies.

almost never	almost always
0	1
/	/

## 5. Shows consideration for client, parents, or other agents beliefs.

almost never	almost always
0	1
/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 4. HAS A COOPERATIVE ATTITUDE TOWARD TEAM.

## 1. Is pleasant when interacting with other team members.

almost never	almost always
0	1
/	/

## 2. Accepts constructive criticism without defensiveness.

almost never	almost always
0	1
/	/

## 3. Makes suggestions, rather than direct "we must" statements.

almost never	almost always
0	1
/	/

## 4. Attempts to consolidate group ideas into workable program.

almost never	almost always
0	1
/	/

5. Listens closely to others suggestions.

almost never		almost always
0	1	2
/	/	/

6. Will compromise during team discussions with other team members when necessary, for the benefit of the team.

almost never		almost always
0	1	2
/	/	/

7. Carries out team decisions even if doesn't completely agree.

almost never		almost always
0	1	2
/	/	/

8. Demonstrates flexibility in scheduling.

almost never		almost always
0	1	2
/	/	/

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

5. LOOKS AND ACTS AS A PROFESSIONAL.

1. Doesn't consume lunch or snacks in sessions.

often				never
0	1	2	3	4
/	/	/	/	/

2. Dresses appropriately for each situation, e.g., doesn't wear ratty blue jeans to interview with school principal.

almost never			almost always
0	1	2	3
/	/	/	/



3. Doesn't smoke in session with child.

often					never
0	1	2	3	4	
/	/	/	/	/	/

4. In interview or other sessions with adults doesn't smoke unless client says O.K.

often					never
0	1	2	3	4	
/	/	/	/	/	/

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

6. DEMONSTRATES INGENUITY IN NOVEL SITUATIONS.

1. Can make valid generalizations from past experiences to current problems.

almost never			almost always
0	1	2	3
/	/	/	/

2. Makes novel suggestions for additional reinforcers, when a change in consequences is indicated.

almost never			almost always
0	1	2	3
/	/	/	/

3. Uses behavioral principles to design unique solutions to programming problems.

almost never			often
0	1	2	3
/	/	/	/

4. Works out practical details of implementing novel solutions.

almost never			almost always	
0	1	2	3	4
/	/	/	/	/

5. Suggest recording data, when appropriate, for responses not specified in the program.

almost never			often
0	1	2	3
/	/	/	/

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16  
 / / / / / / / / / / / / / / / / /

I would improve this question by... \_\_\_\_\_

7. IS ABLE TO ACT CONSISTENTLY IN SUCH A WAY AS TO REFLECT KNOWLEDGE OF PSYCHOLOGICAL PRINCIPLES.

NOTE: If you haven't observed #4 often enough use the right hand scale.

1. Talks in behavioral terms.

almost		almost		almost		almost			
never		always		never		always			
0	1	2	3	4	0	1	2	3	4
/	/	/	/	/	/	/	/	/	/

2. Analyzes contingencies controlling client's behavior.

almost		almost		almost		almost			
never		always		never		always			
0	1	2	3	4	0	1	2	3	4
/	/	/	/	/	/	/	/	/	/

3. Makes statements from data whenever possible rather than intuition.

almost		almost		almost		almost			
never		always		never		always			
0	1	2	3	4	0	1	2	3	4
/	/	/	/	/	/	/	/	/	/

3. Consequates client's behavior appropriately even when not in a formal session.

almost	never			almost	always
0	1	2		3	4
/	/	/		/	/

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16  
 / / / / / / / / / / / / / / / / /

I would improve this question by... \_\_\_\_\_

## 8. IS ABLE TO MOTIVATE PEOPLE WITH WHOM HE/SHE INTERACTS.

1. Performs his responsibilities so well that he functions as a model for the team.

almost never				almost always	
0	1	2	3	4	
/	/	/	/	/	/

2. Initial reaction to other's new ideas is positive and enthusiastic rather than "it won't ever work" attitude.

almost never				almost always	
0	1	2	3	4	
/	/	/	/	/	/

3. Deals with ongoing tasks positively rather than grumbling about them.

almost never				almost always	
0	1	2	3	4	
/	/	/	/	/	/

4. Attends to appropriate behaviors of others, does not attend to irrelevant and/or inappropriate behavior.

almost never				almost always	
0	1	2	3	4	
/	/	/	/	/	/

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 9. DEMONSTRATES A SENSITIVITY TO CLIENT.

1. Due to close observation of client, is able to predict his reaction to some situations.

almost never				almost always	
0	1	2	3		
/	/	/	/	/	/

2. Verbalizes pleasure in client's progress and disappointment in lack of progress.

almost never                      almost always  
 0                      1                      2                      3                      4  
 /                      /                      /                      /                      /

3. Never jokes about client maliciously.

often                      sometimes                      never  
 0                      1                      2                      3  
 /                      /                      /                      /

4. Never discusses client in public place where the discussion may be overheard by non-involved persons.

often                      sometimes                      never  
 0                      1                      2                      3  
 /                      /                      /                      /

5. Is personally considerate of client.

almost never                      almost always  
 0                      1                      2                      3  
 /                      /                      /                      /

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16  
 / / / / / / / / / / / / / / / / /

I would improve this question by... \_\_\_\_\_

10. VIEWS HIS/HER PROFESSIONAL ACTIVITIES IN A LARGER PHILOSOPHICAL FRAMEWORK.

1. Brings up points where the welfare of the client may differ from the goals of the agent and/or CHD.

almost never                      almost always  
 0                      1                      2                      3                      4  
 /                      /                      /                      /                      /

2. Considers whether or not acceleration and deceleration procedures are ethically defensible.

almost never                      often  
 0                      1                      2                      3                      4  
 /                      /                      /                      /                      /

3. Brings up points about legal contingencies on CHD.

almost never				often	
0	1	2	3	4	
/	/	/	/	/	/

4. Takes responsibility for informing himself about legal rights of the client in respect to the actions of other agencies.

almost never				often	
0	1	2	3	4	
/	/	/	/	/	/

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. IS SKILLFUL IN COMMUNICATING WITH NON-PROFESSIONALS.  
NOTE: If you haven't seen an interaction between student and non-professional just write not applicable.

1. Communicates in terms non-behavioral individuals can understand.

almost never		almost always	
0	1	2	3
/	/	/	/

2. Reinforces statements about behavior rather than statements about inner feelings.

almost never		almost always	
0	1	2	3
/	/	/	/

3. Subtly prompts the non-professional to make sensible suggestions and then reinforces those suggestions.

almost never		almost always	
0	1	2	3
/	/	/	/

4. Finds some small approximation to reinforce no matter how inappropriate the non-professional's behavior or statements may be.

almost never		almost always	
0	1	2	3
/	/	/	/

5. Is explicit in giving instructions to non-professionals who are cooperating in treatment plan.

almost never			almost always	
0	1	2	3	4
/	/	/	/	/

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 12. IS SKILLFUL IN COMMUNICATING WITH CO-WORKERS.

1. Gives specific and accurate feedback to other team members on appropriate occasions.

almost never		almost always	
0	1	2	
/	/	/	/

2. Feedback is predominantly positive, if feedback is negative a constructive alternative is suggested.

almost never		almost always	
0	1	2	3
/	/	/	/

3. Asks for clarification of points when unsure.

almost never		almost always	
0	1	2	
/	/	/	/

4. Manages to state discrepancies in a non-abrasive manner.

almost never		almost always	
0	1	2	3
/	/	/	/

5. Talks pleasantly (does not ramble, talk too fast, too slow, or too quietly).

almost never		almost always
0	1	2
/	/	/

6. Tries to make himself look good at the expense of other team members.

often	sometimes	never
0	1	2
/	/	/

7. Talks with authority on the basis of little actual knowledge.

often	sometimes	never
0	1	2
/	/	/

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

I would improve this question by... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_